

Montana



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Mathematics and Science Partnerships (MSP) Program

2016 Leadership Project Competitive Grant Application

Due Date: December 15, 2015

No Child Left Behind Act of 2001
Public Law 107-110
ESEA Title II, Part B

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I. PURPOSE OF THE MSP PROGRAM

In January 2002, the No Child Left Behind Act of 2001 (NCLB) became law. ESEA Title II, Part B of this legislation authorizes the Mathematics and Science Partnership (MSP) competitive grant program. The purpose of this program is to improve the academic achievement of students in the areas of mathematics and science by encouraging state education agencies, institutions of postsecondary education, local education agencies, elementary schools, and secondary schools to participate in programs that improve instruction and upgrade the status and stature of mathematics and science teaching.

The MSP program is a formula grant program to the states, with the size of individual state awards based on student population and poverty rates. With these funds, each State is responsible for administering a competitive grant competition, in which grants are made to partnerships to improve teacher knowledge in mathematics and science. The Montana Office of Public Instruction (OPI) is responsible for the administration of this program. ESEA Title I and ESEA Title II, Part A funds may be used to support the partnership's activities to demonstrate progress toward meeting the district partner's Title I Adequate Yearly Progress goals.

The Montana MSP Team is responsible for conducting this competitive grant program and will make awards to partnerships of high-need school districts and science, mathematics, and engineering departments within postsecondary education institutions. The overall goal is to give districts, and mathematics and science postsecondary education faculty, joint responsibility for improving mathematics and science instruction through the process of implementing high-quality professional learning.

The overall purpose of the ESEA Title II, Part B MSP program is to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, postsecondary education institutions, local educational agencies (LEA), elementary schools and secondary schools to participate in programs that:

- improve and upgrade the status and stature of mathematics and science teaching by encouraging postsecondary education institutions to improve mathematics and science teacher education;
- focus on the education of mathematics and science teachers as a career-long process;
- bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;
- develop more rigorous mathematics and science curricula that are aligned with challenging state and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
- improve and expand professional learning of mathematics and science teachers, including teaching such educators in the effective integration of technology into curricula and instruction.

II. DESCRIPTION OF THE MSP LEADERSHIP PROJECT

The OPI will award the 2016 Leadership Project ESEA Title II, Part B MSP funding to a single partnership. The Awardee will improve teacher instruction and student learning in K-12 mathematics by implementing an advanced teacher leadership program while collaborating with the existing MSP projects (FRAcTion, STREAM, MPRES).

The new project will prepare teachers across the state of Montana to take on leadership roles from within the classroom. Participant candidates for this project will have experience teaching, demonstrate potential to lead, and be advocates for best practice instruction. This project will use a delayed-model approach where teachers are provided with leadership training, then given time to plan and practice before actually leading. All participants will be partnered for support and accountability. The general structure of the program is as follows:

- 1) Participants will attend a Summer 2016 workshop to include:
 - a) How to lead from the classroom
 - b) How to teach adult learners
 - c) How to coach/mentor colleagues
 - d) How to encourage/increase regional collaboration
 - e) How to promote change in schools
 - f) Change theory and how to manage concerns and work with reluctant teachers
 - g) How to embed mathematical and scientific practices in instruction
 - h) Goal setting for participant regions
 - i) Development of Interest Groups (for follow-up throughout the year)
 - i) Grant writing
 - ii) Mentoring new teachers
 - iii) Delivering/developing professional learning
 - iv) Building learning communities for mathematics and science teaching
 - v) Integrating mathematics, science, and other STEM fields
 - vi) Other
- 2) Participants will engage in monthly follow-up to include:
 - a) Ongoing research and discussion and/or training within an assigned Interest Group (IG)
 - b) Regular interaction through face-to-face, online, or blended meetings and events
- 3) Participants will complete capstone events to include:
 - a) Supporting and/or providing regional professional development if possible
 - b) Attending a final meeting of all teacher leaders to share their achievements and next steps
 - c) If more funding has been secured, additional future events may be planned

At minimum, grant funds will pay for teacher leader stipends and expenses related to travel and attending meetings. Grantee, along with OPI, will determine other incentives to recognize and give status to teacher leaders.

It is the intent of the Montana MSP Program to fund projects that are strongly aligned to best practices in professional development. For more information about how Montana defines Professional Development or research on best practices see:

<http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E55%2E714>
<http://learningforward.org/standards/#.VSgOP005C70>

III. OPI MSP GRANT APPLICATION TECHNICAL ASSISTANCE

General information about MSP grants can be found on the OPI MSP page at http://opi.mt.gov/Curriculum/MSP/#gpm1_1.

See frequently asked questions and solutions at:

https://docs.google.com/document/d/1OG6CpfOn2_rZ9hYUabBPpA8i1LbxFBEG1E-NOx3jTJk/edit?usp=sharing.

For information and additional technical assistance email msp@mt.gov. Your email will automatically be sent to all members of the Montana MSP Team:

Jael Prezeau, Content Standards and Instruction Director
Office of Public Instruction
Telephone: (406) 444-3128

Jake Warner, Mathematics Curriculum Specialist
Office of Public Instruction
Telephone: (406) 444-0706

Michelle McCarthy, Science Curriculum Specialist
Office of Public Instruction
Telephone: (406) 444-3537

Tara Steinke, Data Assistant
Office of Public Instruction
Telephone: (406) 444-3538

IV. GENERAL GRANT INFORMATION

ELIGIBILITY:

Partnerships of high-need local education agencies (LEAs) and postsecondary education institutions may apply for funding through this program. See program requirements for required partners.

The Montana MSP definition of a “high-need school district” is an LEA where 20% or more of the children that they serve are from families with incomes below the poverty line according to census data AND that has 50% or more of tested students achieving below proficient on the most recent available mathematics and/or science state test, OR has 20 or fewer enrolled students. The list of eligible high-need LEA partners for the Leadership Project MSP grant cycle is listed in Appendix A.

GRANT AWARD: AMOUNT, AND DURATION:

The Montana MSP Team has \$129,779 available to fund the leadership project. It will begin in early 2016 (see below) and run until September 30, 2017.

FUNDS AVAILABLE

The project will be awarded and funds made available in early 2016 (target date: January 18).

USE OF FUNDS

Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities. Applicants and awardees must follow EDGAR and CFR Part 200 requirements. .

Education Department General Administrative Regulations (EDGAR):

EDGAR sections 74, 76, 77, 80, 81, 82, 85, 86, 98, 99 apply to this program

www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf

Electronic Code of Federal Regulations (CFR):

Title 2, Subtitle A, Chapter II, Part 200

<http://www.ecfr.gov/cgi-bin/text-idx?SID=141575c5a303240a0c93689d3d448ca1&mc=true&node=pt2.1.200&rgn=div5>

UNALLOWABLE EXPENDITURES

- Food, beverage, or entertainment
- Land or building acquisition
- Permanent technology equipment (i.e., digital or video cameras, computers or tablets, mobile devices, network systems)
- Property or furniture for office use
- Construction costs or costs for renovating and remodeling
- Pre-award costs or costs associated with writing the application

If you have questions about allowable and unallowable expenses, please email the Montana MSP Team at mSP@mt.gov.

V. PROGRAM REQUIREMENTS

REQUIRED PARTNERS

To be eligible, a partnership must include, at a minimum:

1. a high-need local educational agency (LEA), as defined in Section IV. General Grant Information, Eligibility; and
2. an engineering, technology, mathematics, or science department of a postsecondary education institution, which may be a department in a 4-year university, 2-year technical college, tribal college, or community college.

A partnership may include:

- a teacher education department of a postsecondary institution;
- another science, technology, engineering or mathematics or teacher education department of a postsecondary institution;
- additional LEAs, public or private elementary schools or secondary schools, or a consortium of such schools (see note about distribution of high-need and other LEAs);
- a business; and/or
- a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

DISTRIBUTION OF HIGH-NEED AND OTHER LEAS

Each partnership is required to include at minimum one high-need LEA. In addition to this, all proposals must include a written plan describing how they will intentionally maximize their impact on high-need LEAs.

REQUIRED EXTERNAL EVALUATOR

A qualified external project evaluator shall be used by each MSP grant recipient to design, implement, and manage an evaluation and accountability system that includes rigorous objectives used to measure the formative and summative impact of the project. The external project evaluator will work in collaboration with the MSP partnership to determine the common expected outcomes and measurement indicators for the project and in accordance with federal and state guidelines. Projects should plan to spend approximately 10% of their total budget on their external evaluator.

REQUIRED CORE PLANNING TEAM

All projects shall have a core planning team in place to oversee the general design and implementation of the project. At a minimum the team will consist of:

1. a teacher;
2. a building principal or district superintendent;
3. a science or mathematics education faculty member from a postsecondary institution; and
4. the project evaluator.

PRIVATE SCHOOL PARTICIPATION

Funds awarded through these sub grants are subject to the requirements of Section 14503 of ESEA Pub.L. 108-382 (Participation by Private School Children and Teachers) and the regulations in 34 CFR 299, Subpart E. The statute and regulations require that sub grantees provide private schools in their area the opportunity for meaningful collaboration with the sub grantees during the planning process for any subsequent professional development activities. Further, the sub grantees must provide private school children and their teachers, or other educational personnel, the opportunity to receive services and benefits of the program on an equitable basis with public school children and teachers.

REPORTING REQUIREMENTS

The U.S. Department of Education and the Montana Office of Public Instruction require the following:

1. All partnerships must complete the U.S. Department of Education's online Annual Performance Report (APR) <http://apr.ed-msp.net/users/login>, providing project information and reporting the partnership's progress in meeting the objectives described in the evaluation and accountability plan.
3. The Montana MSP Team may administer a state level APR each year to monitor progress towards specific state-level goals as outlined in the RFP and the grant proposals.
4. All partnerships are required to participate in the budget reporting processes determined appropriate by the OPI Centralized Services.
5. The Montana MSP Team will monitor all projects on an ongoing basis to ensure compliance with all requirements.

VI. APPLICATION PROCESS

Leadership Project Application Timeline	
October 15	Competitive Grant Application posted on the OPI web site and announced via official OPI e-mail services
December 15	Applications must be received electronically by 5:00 p.m. *No facsimile grant applications will be accepted.
December 16 – January 15	Application review process
January 18	Grant awards announced
January 18	Target date for project funds to become available
January 18	Comments will be provided to non-funded grant applications
February	Mandatory meeting for new MSP Project Directors and External Evaluators

SUBSEQUENT OPPORTUNITY TO APPLY

The Montana MSP Team is committed to the competitive process required by this program. Awards will be made for high-quality proposals that describe programs that attend to all competition requirements. There is no obligation on the part of the OPI to award all the available funds in this round of competition.

INSTRUCTIONS FOR SUBMISSION

By 5:00 p.m. December 15, 2015, submit an electronic PDF copy of the completed grant application to:

Tara Steinke, Data Assistant
Office of Public Instruction
E-Mail: msp@mt.gov

Proposals must be a single document in PDF format. Faxed applications will not be accepted.

VII. REQUIREMENTS AND PREPARATION OF APPLICATION

COVER PAGE – Use the form provided in Appendix A of the RFP. The cover page is the first page of the application.

ABSTRACT – Provide a 200- to 300-word abstract of the proposal that briefly and concisely describes how the partnership will facilitate the project described in Section II (page 4) of this RFP.

PARTNERSHIP OPERATIONAL NARRATIVE – The partnership narrative shall address each of the following items. Applications shall keep the narrative to no more than 25 pages, use half inch or larger margins, use Times New Roman, 12 point font, be double spaced and include no more than 30 lines of type per page.

- a. Partnerships – Summarize the makeup of the partnership and how the partnership operates.
- b. Plan of Work – Explain the responsibilities of each partner and how the partnership will carry out the project activities. The plan of work should be aligned to Section II: Description of the MSP Leadership Project, and include a time line, resources and responsible persons for each stage of the project. In addition, it should describe the number, type, duration, purpose, and anticipated content of professional development activities. Finally, the plan should explain how the partnership will ensure that high need LEA benefits from this project.
- c. Research Base – Discuss and cite the current state of knowledge relevant to the proposed program. This brief literature review should clearly indicate why the proposed activities were selected or designed.
- d. Alignment to College and Career Ready (CCR) Standards for Mathematics and/or Science – Clearly explain how professional development and other project activities are connected to the CCR standards.
- e. Coordination with Other Existing Programs and Initiatives – Clearly explain how the project is coordinating with other improvement efforts and projects in the respective schools, districts, regions, and state.
- f. Management/Capability – Clearly demonstrate that the partnership has the capability of managing the program, organizing the work, and meeting deadlines.
- g. Sustainability – Clearly describe how the project will endure if grant funding is discontinued.

PARTNERSHIP EVALUATION AND ACCOUNTABILITY PLAN –the evaluation and accountability plan narrative shall address each of the following items. Applications shall keep the narrative to no more than eight pages, use half inch or larger margins, use Times New Roman, 12 point font, be double spaced and include no more than 30 lines of type per page.

The partnership evaluation and accountability plan will:

- a. describe how the effectiveness of the partnership itself will be assessed;
- b. describe how it will evaluate the overall success of the project (summative). In general, the partnership plan will explain how it will determine whether the partnership activities have increased the capacity of mathematics and science teachers and their administrators to lead change and facilitate growth in teacher content knowledge and skills. The plan will also include measurable objectives to increase the number of district administrators participating in the professional development activities;
- c. include a discussion of the feasibility of incorporating an experimental design with random assignment to treatment and control groups, matched comparison groups or non-matched comparison groups as the central part of their evaluation design framework. If none of the three options are feasible, the narrative should summarize why each was not;
- d. describe how it will measure progress toward meeting its objectives (formative). Mid-term and annual reports on progress related to this outcome will be reviewed by the project evaluator and provided to the Montana MSP Team;
- e. strongly align to the best practices in professional development as defined on page 4; and
- f. describe how the results of various formative and summative evaluations will be disseminated to the partnership, and to other possible venues, including method and time line for dissemination.

PARTNERSHIP BUDGET AND BUDGET NARRATIVE

The budget narrative must be clearly tied to the plan summarized in the Partnership Operational Narrative. The budget narrative will describe the basis for determining the amounts shown on the overall project budget page (Appendix E). The partnership budget should include the necessary resources to support participation in state MSP and STEM conferences and workshops, as well as travel to annual MSP Conferences sponsored by the U.S. Department of Education.

All accounting for this project will be maintained on the E-Grants grant management system.

PROPOSAL APPENDICES

The grant application appendices should include only the following documents. These appendices are not included in the application page limit.

- a. Cover Page
- b. Statement of Assurances (prime applicants other than school districts shall contact the Montana MSP Team for proper common assurance forms required for submission with the proposal)
- c. Partnership Identification Forms
- d. Budget Form
- e. Letter of Commitment from each partner

REVIEW PROCESS

The application review process includes: (1) proposals scored by an external review panel experienced in reading similar grant applications; (2) recommendations made to the Montana MSP Team by the external review panel; and (3) final decisions made by the Montana MSP Team based on the external panel recommendations and required policy decisions regarding the award.

Successful grant applicants will be notified on or around January 18, 2015. Decisions of the Montana MSP Team on funding and awarding of grants shall be final.

Application Scoring: ***Appendix F*** provides the basic rubric used in the review process. A proposal accepted for funding may require project and budget revisions before final approval and funding is released.

GENERAL GUIDELINES

As proposals are received at the OPI, they will be reviewed by the Montana MSP Team for completeness and compliance with the requirements set forth in ESEA Title II, Part B of NCLB to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing organization. If, in the judgment of the Montana MSP Team, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from consideration. The decision of the Montana MSP Team is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

A review panel will evaluate eligible applications on the basis of the required application components and the established criteria. The review panel will assess each eligible application and make recommendations to the Montana MSP Team in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Following the review, the Montana MSP Team will contact eligible project directors to discuss any modifications of the project plan that may be required. The Montana MSP Team will seek to fund those proposals that show the most promise for successful professional development programs.

SCORING

A panel of external reviewers will assess each plan. Each aspect or part of the proposal is worth a set number of points (see chart below). Individual panel members will evaluate each aspect of the proposal and assign points up to the maximum for each aspect. Finally, the Montana MSP Team will review the scored applications, total the scores, and then make necessary policy decisions regarding successful awards to grantees.

Proposal Aspect See Appendix F (page 20)	Maximum Points
Eligible Partnership, Abstract, All Requirements of Application	y/n
Plan of Work	20
Research Base	10
Alignment with MCCS and Science Standards	10
Coordination with Other Efforts	20
Management/Capability	20
Budget and Cost Effectiveness	10
Sustainability	10
Possible Points (Including Bonus)	100

FFATA REPORTING REQUIREMENTS

The Federal Funding Accountability and Transparency Act (FFATA) was signed on September 26, 2006. The intent is to empower every American with the ability to hold the government accountable for each spending decision. The end result is to reduce wasteful spending in the government. As of October 1, 2010, new reporting requirements were issued requiring recipients of federal grants and contracts to comply with sub recipient reporting requirements under the FFATA (Pub. L. 109-282). Awardees (in this case the state) receiving new awards of \$25,000 or more will report on newly issued sub grants (your programs). The information reported will be made available to the public at USASpending.gov. The following data must be reported by the prime awardee (the state) under FFATA:

- name of the entity receiving the award;
- amount of the award;
- information on the award including transaction type, funding agency, program source, award title and Catalog of Federal Domestic Assistance number;
- location of the entity receiving the award and primary location of the performance under the award, including city, state, congressional district and country;
- DUNS number of the entity receiving the award or the parent entity of the recipient; *and*,

When applicable (this will not apply to most MSP sub grantees)

- names and total compensation of the five highest compensated officers of the entity if, during the preceding fiscal year, it received: (a) 80 percent or more of its annual gross revenues in federal awards, and (b) \$25 million or more in annual gross revenues from federal awards; or if the public does not have access to information about the compensation of the executive through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 or section 6104 of the Internal Revenue Code of 1986.

The state will report sub award information using the FFATA Sub Award Reporting System (<http://www.fsrs.gov>). The state must report information related to the sub award by the end of the month following the month that the sub award or obligation was made (e.g., if the prime awardee made the sub award between March 1 and March 31, 2011, it must submit sub award information by April 30, 2011).

When applicable the prime awardee must submit its own executive compensation data, as well as the executive compensation data of its sub awardees, in the same manner.

In order to better assist the OPI with this requirement it is *encouraged* that all sub grantees register with the Central Contractor Registration System (CCR). Those sub grantees who register with the CCR (<http://ccr.gov>) will have their information pre-populated into the FFATA Sub Award Reporting System (FSRS), reducing the burden for collecting and disseminating the required data within the timeline outlined above. The OPI appreciates your support in this matter.

**Appendix A – Montana MSP High-
Need LEA List**

Alzada Elementary	Frazer Elementary	Plenty Coups High School
Arlee Elementary	Frazer High School	Polaris Elementary
Ashland Elementary	Froid High School	Polson High School
Avon Elementary	Galata Elementary	Poplar Elementary
Ayers Elementary	Garrison Elementary	Poplar High School
Basin Elementary	Geraldine K-12	Pryor Elementary
Bear Paw Elementary	Gildford Colony Elementary	Reichle Elementary
Belfry K-12 Schools	Gold Creek Elementary	Rocky Boy Elementary
Birney Elementary	Grant Elementary	Ronan High School
Box Elder Elementary	Grass Range High School	Rosebud K-12
Box Elder High School	Hardin Elementary	Ross Elementary
Brockton Elementary	Hardin High School	Roundup High School
Brockton High School	Harlem Elementary	S H Elementary
Brorson Elementary	Harlem High School	S Y Elementary
Browning Elementary	Hawks Home Elementary	Saco Elementary
Browning High School	Hays-Lodge Pole K-12 Schools	Saco High School
Butte High School	Heart Butte K-12 Schools	Savage High School
Carter County High School	Helmville Elementary	Shawmut Elementary
Carter Elementary	Judith Gap Elementary	Sheridan High School
Charlo High School	Kester Elementary	South Stacey Elementary
Cleveland Elementary	Lame Deer Elementary	Spring Creek Colony Elementary
Cooke City Elementary	Lame Deer High School	Spring Creek Elementary
Custer K-12 Schools	Lodge Grass Elementary	Spring Creek Elementary
Cut Bank High School	Lodge Grass High School	Thompson Falls High School
Davey Elementary	McCormick Elementary	Troy High School
Deerfield Elementary	Melrose Elementary	Turner High School
Divide Elementary	Melstone Elementary	Valier High School
Dixon Elementary	Miami Elementary	Victor K-12 Schools
Drummond High School	Moore Elementary	Wisdom Elementary
Dupuyer Elementary	Morin Elementary	Wolf Point Elementary
Dutton/Brady K-12 Schools	Mountain View Elementary	Wolf Point High School
East Glacier Park Elementary	North Harlem Colony Elementary	Wyola Elementary
Elliston Elementary	Olney-Bissell Elementary	Yaak Elementary
Fishtail Elementary	Ovando Elementary	

Appendix B - Cover Sheet

Montana Office of Public Instruction

ESEA Title II, Part B – Mathematics and Science Partnerships (MSP) Program

**MONTANA MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM
APPLICATION**

Applying Institution or Organization: _____

Program Title: _____

Program Director

Name: _____

Title: _____

Address: _____

City: _____ **State:** _____ **ZIP Code:** _____

Telephone: _____ **Fax:** _____

E-Mail: _____

Amount of MSP Funds Requested: _____ \$

Number of Teachers to be Served Directly: _____

Applicant believes application qualifies for:

☐ **Research Bonus**

☐ **Fiscal Agent Bonus**

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

**Typed or Printed Name of Authorized
Official Grants Officer or
Superintendent of Fiscal Agent**

Title

Signature of Authorized Official

Date

Appendix C – Statement of Assurances

Montana Office of Public Instruction

ESEA Title II, Part B – Mathematics and Science Partnership (MSP) Program

STATEMENT OF ESEA TITLE II, PART B ASSURANCES

Should an award of funds from the Mathematics and Science Partnerships (MSP) Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the OPI that the authorized official will:

1. Upon request, provide the Montana Office of Public Instruction with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964;
 - b. Title IX of the Education Amendments of 1972;
 - c. Section 504 of the Rehabilitation Act of 1973;
 - d. Age Discrimination Act of 1975;
 - e. Americans with Disabilities Act of 1990; and
 - f. Improving America's Schools Act of 1994.
3. Use grant funds to supplement and not supplant funds from nonfederal sources.
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups.
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Montana Office of Public Instruction.
6. The applicant will retain records of the program for five years and will allow access to those records for purposes of review and audit.

Signature Information for Appendix A Cover Page with School Districts as Prime Applicant: The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2011-12 school year, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs are accepted as the basic conditions for local participation and assistance in operation of this Title II Part B MSP.

Appendix D – Partnership Identification Form

Montana Office of Public Instruction

ESEA Title II, Part B – Mathematics and Science Partnerships (MSP) Program

PARTNERSHIP IDENTIFICATION FORM

Include a Partnership Identification Form for each of the partner institutions/organizations.

PARTNER INSTITUTION: _____

Contact Name/Title: _____

Contact Mailing Address: _____

Telephone: _____

Fax: _____

E-Mail: _____

Type of Institution/Organization:

Partner School District Demographics (If Applicable):

Appendix E – Budget Form

Montana Office of Public Instruction
ESEA Title II, Part B – Mathematics and Science Partnerships (MSP) Program

**Budget
Partnership Funding Request**

Program Title:

Object Code	TOTAL
100: Personal Service Salaries	
200: Employee Benefits	
300: Purchased Professional and Technical Services	
400: Purchased Property Services	
500: Other Purchased Services	
600: Supplies	
700: Property	Not Allowed
800: Other Objects	
900: Transfers	
Indirect Costs* (if appropriate)	
Total Budget	
OPI Use Only: Approved By/Date	

*The indirect cost rate shall not exceed the indirect cost rate for the partner with the lowest indirect cost rate.

Directions to fill out this form can be found here:

<http://www.opi.mt.gov/Pub/eGrants/TopicBudgetDetailInstructions.pdf>

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. For reporting, an itemized breakdown of these budget categories and a budget narrative explaining how each line item was calculated and the actual total project cost share must be included.

Appendix F – Grant Application Review Rubric

Montana Office of Public Instruction

ESEA Title II, Part B – Mathematics and Science Partnership (MSP) Program

1. Eligible Partnership, Abstract, All Requirements of Application (y/n)

Yes	No
<ul style="list-style-type: none"> Application has an eligible partnership, a coherent abstract and meets all requirements listed in the RFP. 	<ul style="list-style-type: none"> Application does not have an eligible partnership, a coherent abstract and/or does not meet all RFP requirements – do not continue scoring.

2. Plan of Work (20 Points)

Most Rigorous (11-20 Points)	Somewhat Rigorous (1-10 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Application provides a detailed plan of work aligned with section II Description of Project including a time line, resources, duration, number of participants and responsible persons. Application provides an effective plan for ensuring high-need LEA benefits from this grant. 	<ul style="list-style-type: none"> Application provides a somewhat detailed plan of work aligned with section II Description of Project including a time line, resources, duration, number of participants and responsible persons. Application provides an incomplete or ineffective plan for ensuring high-need LEA benefits from this grant. 	<ul style="list-style-type: none"> Application does not provide a complete plan of work aligned with section II Description of Project including a time line, resources, duration, number of participants and responsible persons. Application has no plan to ensure high-need LEA benefits from this grant.

3. Research Base (10 Points)

Most Rigorous (6-10 Points)	Somewhat Rigorous (1-5 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Applicant provides a current and relevant body of knowledge to justify the proposed partnership program. 	<ul style="list-style-type: none"> Applicant provides some current and relevant knowledge to justify the proposed partnership program. 	<ul style="list-style-type: none"> Applicant does not provide an adequate knowledge base to justify the proposed partnership program.

4. Alignment with MCCS and Science Standards (10 Points)

Most Rigorous (6-10 Points)	Somewhat Rigorous (1-5 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Project is aligned with practices and specific mathematics and science standards. 	<ul style="list-style-type: none"> Project is aligned with at least some practices and references standards. 	<ul style="list-style-type: none"> It is not readily apparent that the project is aligned with the standards.

5. Coordination with Other Efforts (20 Points)

Most Rigorous (11-20 Points)	Somewhat Rigorous (1-10 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Project makes an obvious effort to coordinate with existing projects and entities in MT. 	<ul style="list-style-type: none"> Project proposes to work with a limited number of existing projects and entities in MT. 	<ul style="list-style-type: none"> Project shows no evidence of plans to work with existing projects or entities in MT.

6. Management/Capability (20 Points)

Most Rigorous (11-20 Points)	Somewhat Rigorous (1-10 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Project description clearly demonstrates the team's capability of managing the project, organizing the work and meeting deadlines. 	<ul style="list-style-type: none"> Project description has incomplete evidence of the team's capability of managing the project, organizing the work and meeting deadlines. 	<ul style="list-style-type: none"> Project description does not demonstrate the team's capability of managing the project, organizing the work and meeting deadlines.

7. Budget and Cost Effectiveness (10 Points)

Most Rigorous (6-10 Points)	Somewhat Rigorous (1-5 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Application provides a detailed budget for implementing the project including direct and indirect costs, in-kind contributions, funding sources, promotional activities, tuition and book fee waivers, graduate credit, registration payments, per diem, salaries and other justifiable program administration costs. 	<ul style="list-style-type: none"> Application budget does not align with plans for implementing the project, or is missing components (e.g., direct and indirect costs, in-kind contributions, funding sources, promotional activities, tuition and book fee waivers, graduate credit, registration payments, per diem, salaries and other justifiable program administration costs), or the amount assigned to given portions of the budget seems either excessive or insufficient given the goals of the project. 	<ul style="list-style-type: none"> Application budget is incomplete, (e.g., missing direct and indirect costs, in-kind contributions, funding sources, promotional activities, tuition and book fee waivers, graduate credit, registration payments, per diem, salaries and other justifiable program administration costs). The amount assigned to given portions of the budget seems either excessive or insufficient given the goals of the project.

8. Sustainability (10 Points)

Most Rigorous (6-10 Points)	Somewhat Rigorous (1-5 Points)	Marginal or Doesn't Apply (0 Points)
<ul style="list-style-type: none"> Application has a realistic and likely plan with structure in place to ensure that the work of this project will continue beyond grant funding. 	<ul style="list-style-type: none"> Application mentions sustainability of teacher leadership but does not have a structure in place to ensure the work of this project will continue beyond grant funding. 	<ul style="list-style-type: none"> Application does not mention sustainability.